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ABSTRACT

A study examined whether there was a lack of women's literacy materials and whether this was a shared concern among literacy workers. A questionnaire mailed to organizations most interested in literacy issues and how they pertain specifically to women included these four sections: site specifics, specific questions on reading/resource materials, what additional feminist resources they used, and list of responders. Twelve complete responses were returned. Results indicated that 11 sites were evenly located in all parts of the continental United States, and 1 came from western Canada; 2 sites worked only with women learners, while the others served both women and men; programs served learners at various levels of skills; very few of the already available resources were used with any regularity; reasons for not using these materials included expense, advanced reading level, controversial subject material, and language that was too stilted or colloquial; there was very little overlap in the topics of the materials the programs used; and programs would use literacy materials on specific concerns to women if they were available. (Appendixes include the questionnaire, responses to the second section of the questionnaire, resource materials listed by respondents, and factors important in choosing literacy materials for women. An annotated list of 136 women's literacy resources and publishers list is attached.) (YLB)

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Feminist Resources and Curriculum for Women Achieving Literacy

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FINAL REPORT
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Background

In 1995, I co-created and coordinated a literacy project for women called *Women Leading Through Reading* (*WLTR*). This initiative co-sponsored by the Minnesota Literacy Council and a local woman's bookstore (Amazon Bookstore) had two purposes: to raise awareness about the particular challenges women face as they seek to enhance their literacy skills, and to explore alternative ways for women to improve their skills. One of our on-going successes included the formation of book discussion groups for women with limited literacy skills. The groups give adult women—through shared, informal reading—not only another opportunity to improve their literacy skills but also a chance to build a sense of community, explore their lives as women, and develop social and conversational skills. Additionally, *WLTR* maintains continuity and shares resources on a website at www.litwomen.org/wltr.html.

Though the book groups were quite successful, an on-going issue emerged. We had difficulty finding reading materials that were both interesting to women and at low enough reading levels. Volunteer facilitators shared ideas and resources and teachers copied short articles, but the overall lack of materials remained a problem. Locating what *was* available took a great deal of time and effort.

Research Questions & Methodology

This experience with *Women Leading Through Reading* confirmed my impressions about publishing on women's issues in general. In many ways, the women's movement—long dependent on publications by and for women—assumes higher levels of literacy. In effect, this ignores and silences women who do not read or write very well.

With a University of St. Thomas LuAnn Dummer Center Graduate Research Grant (1999-2000), I was able to examine more closely if there is a lack of women's literacy materials and if this is a shared concern among literacy workers. I wondered, do literacy workers even want

access to materials for women? If so, what *do* literacy workers use to meet the needs of women learners? What materials help women understand their situation *as women* and as people whose lives are further complicated by sociocultural issues such as race, economics, disabilities, age, sexuality, and so on? What curriculums and reading materials have been developed 'in the field' by literacy programs serving the specific needs of women with lower-level literacy skills?

I developed a questionnaire (Appendix 1) that posed these questions. The questionnaire included four sections:

A. Site Specifics: a description of the site returning the questionnaire including information about their learner demographics

B. Specific Questions on Reading/Resource Materials: a list of literacy materials already available with questions about how they are used and how teachers rate their effectiveness

C. What Additional Feminist Resources Do You Use: a set of questions similar to those raised above on whether teachers think it's important to have feminist literacy materials, what do they use, what topics surface in their classrooms, do they create their own materials, etc.

D. List of Responders: a place for those who responded to the questionnaire to provide their names, contact information and position in the organization

In order to get responses from organizations who are most interested in literacy issues and how they specifically pertain to women, I used three sources to locate sites: 1) *The Women in Literacy/USA 1999Network Directory* from Laubach Literacy Action; 2) the participant list from the 1999 Second International Women and Literacy Conference; and 3) announcements to the nifl-womenlit elist. From the directories I created a list of 50 literacy programs (of various types in all regions of the continental U.S.) to whom I sent questionnaires with a stamped return envelope. The questionnaire took an estimated one hour of time for sites to complete. From the elist announcements, I received several inquiries and mailed at least 10 extra questionnaires.

In addition to the mailed copies, I also placed the questionnaire on the *WLTR* website (www.litwomen.org/questionnaire.html). Though I did not receive any direct responses from the website, I do know some people did look at it and then requested a hard copy of the questionnaire be mailed to them.[1] In total, I received 12 complete responses to the questionnaire (25% return). Those who responded will receive a hard copy of this final report.

Results and Observations

Section A: Site Specifics

Eleven of the 12 sites were evenly located in all parts of the continental U.S. One response came from western Canada. Several of the organizations described their "type of organization" with more than one description. Most of the respondents (75%) identified as community-based learning centers or free standing literacy programs. Several programs (43%) are connected to formal educational systems such as public schools or colleges. Two programs (17%) are connected to social service organizations who offer a literacy component. Other programs adjoin family literacy programs, non-profit service organizations, or state-run literacy resource centers (33%). Only one program describes itself as a Workfare Investment Program.

When asked "who do you serve" some locations offered percentages while others simply checked the items that applied.[2] For this reason, I can only make broad generalizations about the program demographics. Two sites reported that they work *only* with women learners. All the others serve both women and men. Of the nine sites that reported by percentages, eight reported

[1] In the future, I would be sure to offer a PDF version on a website.

[2] This was my error as I recommended sites could do either. Unfortunately, it created some difficulty in getting a clear picture of some if the sites but I do not think it affects the overall conclusions.

more than 60% of their learners are women and the ninth has more percentage of male students than female students (57/43).

The programs that responded serve learners at various levels of skills from pre-basic through high school graduates and college students. The majority of learners, however, have lower than a 12th grade level of schooling.[3] Though one site serves 100% EAL[4] learners and another 100% Basic Skills learners, the majority of programs have learners enrolled in various programs—Adult Basic Education, beginning, pre-GED and GED. Most of the programs, though, seemed to have their fewest numbers of enrollment at the higher levels (GED or college).

All sites serve people in a range of ages from 16 to older than 50 with the highest percentages located in the 21-31 age range. Their students come from a range of economic status with the highest percentages receiving TANF[5] assistance. Other higher percentages include those in workfare programs or described as "working poor."

While most of the sites who responded serve a range of English-speaking and multilingual learners, some sites focus on more specific populations of language learners (see Illustration 1 for detail)

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[3] One program that serves immigrants (100% of their learners) noted, though, that though they may have completed only lower than 5th grade level in the U.S., many of their learners have much higher education levels in their native countries.

[4] For this report, I will use EAL (English as an Additional Language) rather than ESL (English as a Second Language).

[5] In August 22, 1996, President Clinton signed into law The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), a welfare reform plan that requires work in exchange for time-limited assistance. A new system of block grants to states for Temporary Assistance for Needy Families (TANF) was created, changing the nature and provision of welfare benefits in the U.S. TANF replaces AFDC (Aid to Families with Dependent Children).

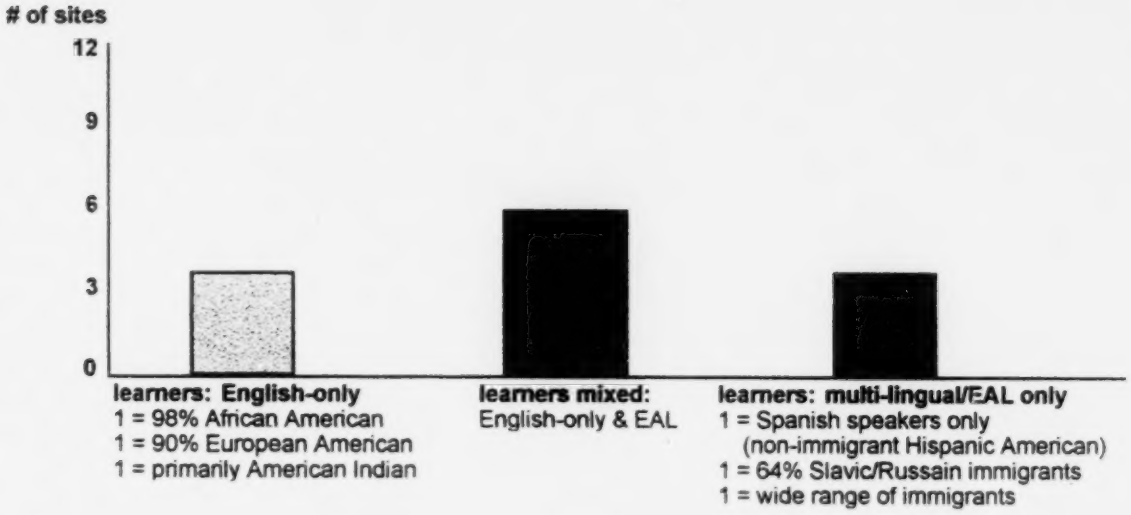

Illustration 1

Of the three sites that serve only English-speaking learners, one of these sites serves 98% African American women while another serves 90% European American learners and the 3rd serves primarily American Indian learners. Three sites (25%) serve only multilingual/EAL learners: one has primarily Spanish-speakers who are Hispanic American (non-immigrant); one has a majority of learners (64%) from Slavic/Russian countries; the 3rd serves immigrant learners from a wide range of continents and countries. Half of the total sites who responded serve both English-speaking only and multilingual/EAL learners, both immigrant and US-born, including two sites whose learners are mostly American Indian.

From the demographics in Section A, we can draw a few rather general conclusions. The organizations that responded to the questionnaire serve a broad spectrum of learners in gender, age, race, country of origin, economic level, and educational level. In many cases, the specific site demographics mirror the location of the program (area of the country and urban/rural location). The sites represent a variety of program types, goals, and curriculum. Most importantly, though, they all work with large numbers of women from diverse backgrounds and

educational levels with a variety of literacy goals. This, I believe, makes them a credible sampling of programs from which to draw conclusions about women-centered literacy materials.

Section B: Specific Questions on Reading Resource Materials

Because of my experience with *Women Leading Through Reading* and my personal research, I have been developing a bibliography of feminist or women-centered literacy materials.[6] Section B of the questionnaire listed many of those resources to find out if literacy workers are already using them, what level they use them for, and how they view their effectiveness.

Overall, very few of the materials already available seem to be used with any regularity. Only two are used by 4 or 5 sites (30-40%). One of these is *Making Connections: A Literacy and EAL Curriculum from a Feminist Perspective* from the Canadian Congress for Learning Opportunities for Women (CCLOW) which most literacy workers use as a resource rather than as a text. Curiously, it received contradictory comments. Of those who use it, half rate it as being excellent and providing a good stimulus for conversation while the rest rate it as mediocre or mostly irrelevant.[7] These remarks seem to reflect the goals of the programs and the learners using them. It's difficult to generalize from so few responses but this might indicate that regardless of the qualities of the materials, literacy workers will use and learners will respond to different resources based on their needs and context.

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[6] For the purposes of this study, feminist resources are defined as those writings and materials that address the specific issues and topics that concern women, *and* that help women understand their situation *as women* and as people whose lives are affected not only by gender but also complicated by sociocultural issues such as race, economics, disabilities, age, sexuality, and so on.

[7] At the Second International Women and Literacy Conference in 1999, a presentation was made by some of the editors and users of *Making Connections* highlighting some of the pros and cons of this particular volume. Overall, though it is a good resource, it does have some shortcomings.

Many of the materials listed in Section B are not used by literacy workers though they did not comment on why this was so.[8] However, some general comments were made in various parts of some answers. Reasons for not using already published materials include:

- too expensive
- too advanced of a reading level (this comment especially true for EAL learners)
- doesn't fit their curriculum but the materials are available in their lending library
- controversial subject matter
- language too stilted or colloquial

Though I expected that some teachers might not use particular materials for various reasons, I was more surprised to discover that they didn't even know about many of the publications listed in Section B. It's hard to discern the reasons for why literacy workers do not know these materials. There may be a large number of combined reasons, but some possibilities include: limited marketing and distribution by the publishers, limited literacy worker access in their programs to catalogs and curriculum resources, lack of time for literacy workers to do a lot of research or investigating. A follow-up question in future research might ask how literacy/curriculum materials are chosen in the programs. Do literacy workers have much control over their resources or are choices determined by testing and assessment procedures of the program? Does this affect what information they have about materials? Is it simply a matter of needing more access to reviews, distribution, or networking about materials? One literacy worker noticed the number of 'don't know about answers' that she checked and commented that she "...obviously needs to become more educated about what's out there."

Appendix 2 lists the complete survey of percentages and comments about the published literacy materials. In conclusion for Section B, it's clear that the limited number of available

[8] Again, I did not specifically ask for this information and it may be worth a follow-up question.

literacy materials for women are not distributed very well or used very widely among those who responded to this survey. Additional research into the reasons for this could be explored.

Section C: What Additional Feminist Resources Do You Use

Section C of the research revealed the most interesting and informational aspects of this study. All the surveyed teachers and administrators working in literacy with adult women agree that it's important to have access to literacy materials that touch on or raise issues of specific importance to women. They make these observations:

- "Obviously anything which relates specifically to interest of particular group will be of interest and better received."
- "Women love to read stories that express their experiences. Our center has a small collection on violence which the women devour when they first come to class."
- "Using a book is often an easy way to name issues and let women know 'I' (the teacher) won't be shocked if she discloses a situation. It encourages students to resist their oppression and books provide role models."
- "Very important to use these materials. The health stuff we use focuses on women's issues and motivates participants, resolves problems and improves quality of life. As a result of classes, some women move to domestic violence shelters and seek more health services." (Another site mentioned the importance of using health books like *Our Bodies, Ourselves.*)
- "I teach a class called 'Female in America' which gives women a chance to explore gender myths, gender roles, self-esteem, communication, assertiveness, sexuality, conception, pregnancy, menopause, contraception, abortion, history of women's rights and much more. I am always looking for good materials. The curriculum was originally 'birthed' by my predecessor, a counselor, and the school nurse. I had a minor hand in its original development as well as the ongoing 'refinements.'"

The programs serving predominately EAL students have some different perspectives, however. Learners need information at a very basic English level. Because it doesn't exist, they tend to rely on instructors to get the information they need—mostly on issues of women's rights in the U.S., family law and domestic violence. One literacy worker noted that most of the EAL

curriculum available focuses on the workplace or tends to be very male-oriented. Another site pointed out that though it's important to use women's materials to support women students in other parts of their lives, literacy workers have to keep English [learning] at the heart of their work or the students feel "cheated."

One site observed that they "...tend to work from learners issues, language experience, writing, and *then* try to find readings that relate to those topics and/or pose alternative voices/optional perspectives." This may or may not necessarily lead to women-centered resources. However, as we will see in later parts of the research, many of the topics raised by women in their classes *do* focus on issues that could be described as specific to women's experiences. Overall, literacy workers agree that it is important to use or have access to literacy materials that touch on or raise issues of specific importance to women.

Section C, also included the following question: What women-centered or feminist materials DO NOT exist (on a topic or in a genre) that you wish you had available to use with your learners? Though many programs did not seem to know about many of the resources published specifically as literacy materials listed in questionnaire Section B, what they do use represents a rich and creative variety of possibilities. (See Appendix 3 for the complete list.) It's interesting to note that the responses generated by the respondents here cover a variety of topics and genres *different from* the titles listed in Section B that they didn't know about or don't use. From this small sampling, we might conclude that programs do not use available materials because they simply do not meet the needs of their learners, and what they don't know about perhaps doesn't matter. Again, this sampling of literacy workers may be too small to make general conclusions on this.

Among the 12 responses, there also exists very little overlap in topics.[9] Suggestions on the questionnaires include:

- Anthology of Black women's poetry
- Relationships and "social skills" in the workplace, culture of the workplace
- Good, comprehensive curriculum that addresses women's needs as EAL learners in the workplace — language skills needed to navigate childcare, harassment
- Stories with African American women as "regular" people, not the extremes of impoverished or as doctors/lawyers
- Easy-to-read good short stories
- Very easy to read stories about life on welfare, dealing with poverty; Easy-to-read fact book on welfare reform (rules & regulations) that are state specific
- Materials on sexual lifestyles & choices/preferences, orientations—heterosexuality, homosexuality, celibacy, monogamy, polygamy, prostitution, etc. Also on GLBT issues and awareness
- Un-othering of lesbians, women with disabilities, and other "others"
- Issues of child custody and child support
- Hispanic machismo / sexism in general that are easy-to-read
- A lot, especially at very low reading levels
- Violence, what it does to families and to learning and being in communities

One program working with immigrant women strongly recommended having "...basic domestic violence materials in Russian, Vietnamese, Cambodian, Lao, Albanian and ANY women-centered materials in these languages especially covering women's rights in the U.S." Though this respondent did not further elaborate, I extrapolate from this a need to have available not only very basic English materials, but also bilingual materials. Though adult literacy programs hold English literacy as their most significant goal, this comment encourages me to consider a direction to further research issues of adult bilingual education and the validity of bilingual materials in teaching English literacy.

From their experiences with women learners, the literacy workers who answered the questionnaire generated a long list of topics and issues that could be developed into literacy materials. These themes emerge from learners in a variety of ways through writing assignments

[9] It's important to note as well that these topics come from the viewpoints of literacy workers based on their

or vocabulary drills, class discussion, informal conversation in groups, individual counseling or private conversation, or while working with a tutor. In a few cases, the topics were already included in the curriculum such as following the sequence in "Daily Lives" in *Making Connections.* Sometimes these issues emerge only after "... much time and development of trust and relationship with teachers or in 'talk' groups."

The list of issues that concern women learners reflect many of the concerns addressed consistently by feminist/womanist activists. Several of the concerns surfaced repeatedly. The highest percentage of responses (33-56%) report violence, sexual abuse, and relationships with spouses or boyfriends while 16-25% referred to childcare, parenting or children's issues, lack of money and/or poverty, housing issues, and "welfare madness" or mistreatment within & by the welfare system. Though most mentions of the violence relate to domestic and family violence, there exists much concern with violence in neighborhoods, communities, and children's schools. Many other issues were listed only once by respondents but they overlap with some previously listed issues. These include: emotional/mental health; low personal self-esteem, and low self-esteem as a learner; child custody; drugs; education; health; transportation; children having trouble in school; teens and gangs; welfare pressures to find work before skill level is adequate to obtain a decent job; inequality in the family in mutual responsibility; family support issues -- e.g. refugee women are expected to care for old, sick, young AND work outside the home AND do all the housework; lack of knowledge about one's own sexuality; unsuccessful arranged marriages; and "safety" as related to violence in the family.

One of the questions in Section C asked "If more published literacy materials on specific concerns to women were available, would you use them? Why or why not?" Ten (83%) of the 12

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experiences with women learners. This study did not pose these questions directly to women learners who may or may not have a different set of responses based on their reading interests.

respondents answered yes to this question—some quite enthusiastically.[10] One (8%) answered that "it depends," and one (8%) made no response at all—though I can probably assume "yes" based on her answers to other questions. The programs that serve only women would use such materials in the classroom and be sure they were available in the library. Teachers understand how they would be useful to their programs. Additionally, some observe that 'outside' published materials would support the goals of the program by offering credibility to and emphasis on certain topics that teachers perceive as important to cover.

The use of such materials, however, depends on a number of factors for most of the respondents. Such considerations include cost, reading level, awareness of their availability, and overall content. Though open to the possibility of using literacy materials for women, one program prefers to use locally produced materials such as newspapers or brochures from local service organizations. They encourage their learners to use the local library. Another program reiterates that the materials need to be at a very low level and would actually prefer first language or bilingual materials. One respondent made it clear, that for her, use depended on whether the materials provide "solid information" on such topics as laws or health, etc. Her reflections probably best summarize critical consideration for women's literacy materials and what their use might most depend on, namely, [it's] "... best if the materials are not presumptive and were open-ended and had the potential for multiple interpretations."

In Section C, I also included a question that asked "would you use printed materials developed by other literacy programs if you knew about them? What would this depend on?" Most respondents agreed they would use materials developed by other programs but again it would depend on a number of factors. Like the previous question, answers include cost, reading

[10] One respondent suggests this is a "no brainer."

level, context and content, relevance to the program and learners' goals, and additionally, quality. Concerns include whether they are open-ended enough or too regionally specific.

What emerged here, though, were ideas on ways to find out about women's literacy materials and the need to have good reviews about them from their colleagues in other programs. Literacy workers would also like to know if learners helped produce them, as well as to have learners' feedback on how the materials worked for them. From the responses, it became clear that teachers want to know more about what materials are available but don't know how to find about them or gain access to them. One respondent perceives this exchange of resources as an opportunity to work, network, and generally connect with the experiences of other literacy workers.

This response emphasized similar observations made by other respondents when asked for additional comments about women's literacy resources. Literacy workers want to know what's available and being used by other programs. It's an area that desperately needs attention—a lot of good program and teacher/learner produced work could be made available to others. Similarly, there's a need for some kind of review mechanism. Sometimes catalog descriptions make the materials sound good but they turn out to be much different than what the teacher/tutor expects. Having more peer reviews or more reflections from other literacy workers or learners who have used the materials would help programs to know more precisely what they are getting.

Additional comments also surfaced some other interesting reflections. One literacy worker recognizes that perhaps the teachers need more training about issues that affect women and how to address them rather than having available reading materials for students. Another respondent points out that materials on sexuality issues exist at too advanced of a reading level. The ones that are easier-to-read focus on teens and younger women and therefore are not as useful to older

women. Finally, one respondent adds that she likes "...books with male characters dealing with women who stick up for themselves. It gives male students a role model and shows women students that some men are willing to change."

In general, there needs to be more reading and curriculum materials (at various reading levels) that focus on women's concerns such as, violence, poverty, sexual harassment, lack of childcare or affordable housing, relationships, and welfare changes. Those who answered the questionnaire agree that women-centered literacy materials by and large *do not* exist at appropriate reading levels in a wide enough selection. As a result, 83% of those surveyed report that they create their own curriculum and reading materials. Those who involve learners usually include minimally edited writings by their learners. Writings include poetry, memoir, short reflections, stories from their experiences, reflections or news on their classroom learning (for a newsletter), and so on. They note that it's a self-esteem builder when learners see their words in print. In some cases, learners participate in editing, production, artwork and so on. At one center, learners wrote and produced their own video, while at another program learners maintain a website.

Though most programs create materials with the input of their learners, this is not always the case. Some programs create materials that are only teacher generated. These are created based on the needs, interests, and reading level of the learners. Sometimes they are computer-generated. In other cases, teachers adapt or distill Internet, library and other information into basic language to create assignment sheets for learners to encourage reflection or journaling.

Most of the programs pay for their own production costs though they may be supplemented by specific grants or volunteer hours. They may or may not reuse these materials with subsequent classes depending on the needs of the new learners. In some cases, the materials are

generated for a specific occasion which limits their applicability for future use. Some will modify the materials to keep them fresh or to respond to a new set of circumstances. As time and money permits, some programs (about 42%) do make their materials available to other programs—mostly in their local area. Again, issues of review and lack of networking limit the sharing of resources with other literacy workers or between programs.

The final question in Section C asked what factors are important in choosing literacy materials for women or on women's issues. The scale went from "extremely important" to "doesn't matter" and some factors scoring evenly on the scale. Factors such as content, quality of writing, reading level and price rated most highly as "extremely important" and "important." Other factors such as the overall size of books or those materials accompanied by technological devices like web sites, software, or audiotapes rated highly as "not so important" or "doesn't matter " (see Appendix 4 for more detail).

Perhaps the most curious observation I make on this section of information relates to the lack of emphasis or interest literacy workers place on women-centered literacy materials accompanied by computer-based formats (Internet and software). While workplace and consumer emphasis seems more and more placed in the arena of computer literacy and technological skills, I wonder why women's literacy materials accompanied by computer-based supports might not be in more demand. I can only hypothesize some theories for this and further research may offer important insights into this area. One literacy worker, though, made it quite clear that she prefers learners to use print-based materials.

Summary

Women are particularly affected by a lack of literacy skills which, in turn, affects their children and families. In the U.S., approximately 23% of all adult females have severely limited literacy skills, compared to 17% of males. For female heads of households, 75% with less than a

high school diploma live in poverty, compared to 34% of men in the same situation.[11] Literacy workers are concerned about how women can achieve lifelong learning skills under current narrowly regulated priorities of job placement and workfare with primary emphasis on basic workplace skills, and time limitations for education. What suffers is the development of learners' critical thinking skills, reading for enjoyment or personal growth, and meaningful ability to participate in community-based social change or democratic process. Narrow opportunities keep women in a lower social status and continuing poverty with little hope for advancement.

Work in adult participatory education and critical literacy done by Elsa Auerbach, Ira Shor, Stephen Brookfield and others indicates that adults learn best when content and context relate to their own experiences. This initial research—*Feminist Resources and Curriculum for Women Achieving Literacy*—surfaced a wide range of issues that women naturally raise in their learning activities that could be usable generative themes. Creative, accessible, and meaningful literacy materials that address women's specific concerns will give visibility to their experiences, foster their on-going desire to learn, encourage critical thinking, and provide the support and information women learners could use to change their current situations.

This initial research may be perceived as "biased" in that it represents only a small sample of literacy workers (targeted by the researcher) who voluntarily responded and therefore may be politically inclined towards feminist concerns or sympathetic to women's issues. Regardless of this concern, three observations become clear from the literacy workers surveyed:

- *All* of those who responded agree that it's important to have access to literacy materials that touch on or raise issues of specific importance to women.
- Literacy workers who value these types of materials perceive a lack of these materials and many create their own materials to fill the void. There are a large number of

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[11] Statistics from: Laubach Literacy Action, (1995). *By women / for women: A beginning dialogue on women and literacy in the United States.* Syracuse, NY: Laubach Literacy Action.

potential topics and subject materials raised by women learners that inform the foundation for creation of these materials.

- Depending on the reading level and the appropriateness for their learners, literacy workers and programs would use more women-centered literacy materials if they were available—both created by publishers or other literacy programs.

The National Literacy Act of 1991 wants "...to ensure that all adults in the United States acquire the basic skills necessary to function effectively and achieve the greatest possible opportunity in their work and in their lives and to strengthen and coordinate adult literacy programs." Recent reports, such as *By Women/For Women* from Laubach Literacy Action, and work presented at conferences, such as the Second International Women and Literacy Conference of 1999, indicate that women face particular challenges in achieving literacy skills. Such challenges require specific attention and the creation of more women-centered curriculum and literacy materials offers one way to address them.

Future Directions

My interest in doing this research not only surfaced from my experiences with *Women Leading Through Reading* but from my years of experience in the book industry. As a feminist working with books and publishing, I have for many years been concerned with the assumptions of literacy made by activists in the women's movement, academics in women's studies, and workers connected to Women in Print.[12] As a feminist active in this field, it has seemed (to me) long overdue for us to address issues of literacy—especially when one considers the statistics

[12] The Women in Print Movement was quite active in the 70's and 80's and involved women, feminists, and lesbians who started their own book publishing companies, owned and operated women's bookstores, or created newspapers, magazines and journals focusing on women's issues. Though Women in Print has not actively existed as an organization for quite some time, the term is sometimes used by those of us in various aspects of the women's book industry to describe our work and feminist consciousness.

available from the National Adult Literacy Survey of 1993 which indicate that approximately 50% of women in the U.S. have no more than Level Two (below basic) skills in various literacy proficiencies.[13] Given my interests and expertise, I would like to address these issues by turning my skills and education towards the creation of women-centered literacy materials.

As a result, the research I've done over the past year is not stagnate or finished. Rather, it becomes the springboard for future research and action in this area. I will continue to seek the opinions of literacy workers about this issues and to develop an on-going current and usable resource list of women's literacy materials. Additionally, I want to find ways of developing focus groups with learners about the types of reading materials that would interest them and to encourage their writing and participation in these areas. I will maintain an updated list of materials on the *Women Leading Through Reading* website at www.litwomen.org/wltr.html. I will continue to apply for future research grants to carry this work forward. Ultimately, I hope to establish a non-profit—501(c)3—organization to coordinate the cataloging, publishing, review, and distribution of women's literacy materials, to encourage the networking of resources among literacy programs, and to develop the leadership and participation of literacy workers and women learners in these activities.

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[13] Kirsch, I.S. , Junegblut, A., Jenkins, L. and Kolstad, A. (1993, September). Adult literacy in America: A first look at the results of the National Adult Literacy Survey. Washington, DC: Educational Testing Service & National Center for Education Statistics.

Appendix 1

Feminist Resources and Curricula for Women Achieving Literacy
Research Questionnaire

The purpose of this study is to discover what materials literacy workers use to meet the needs of women learners in a way that helps women understand their situation *as women* and as people whose lives are further complicated by issues related to race, ethnicity, age, culture, sexuality, physical or learning disability, or class. This study wants to discover *what* resources are currently being used by educators and literacy workers and *how* they are being used; and what curriculums and reading materials have been developed 'in the field' by literacy and workfare educational programs serving the specific needs of women with lower-level literacy skills.

The results of this research will be available in May of 2000 at www.litwomen.org and in print format for those who request it. The results will be presented at the Biennial Laubach Literacy Conference in June 2000. Specific additional information about materials and resources will be compiled, annotated, and added to the preliminary resource listing already available at www.litwomen.org/booklist.html.

This questionnaire may be completed by the more than one person and by the people in your organization who you feel best qualified to make the responses.

There are four sections to this questionnaire:

Section A: Site Specifics (Perhaps best answered by your Executive Director, Program Coordinator, or Publicity Office.)

Section B: Specific Questions on Reading/ Resource Materials
Section C: What Additional Feminist Resources Do You Use?
(These two sections may best be answered by teachers, program coordinators and other who directly work with learners using reading materials and curriculums.)

Section D: List of Responders

Estimated time to complete this questionnaire—1 hour.

Please return by March 15, 2000. SASE attached.

Direct questions to:
Mev Miller
1483 Laurel Ave.
St. Paul, MN 55104
651-646-1855
651-646-1153 (fax)
mev@winternet.com

This research is being conducted by Mev Miller as a section of information for her dissertation for an Ed.D. in Critical Pedagogy (with emphasis on issues of literacy and adult women) at the Univ. of St. Thomas in Minneapolis, MN. Mev is also a co-founder of *Women Leading Through Reading* in Minneapolis/St. Paul, MN. More information can be found at www.litwomen.org/wltr.html.

Section A: Site Specifics

Please have this section filled out by someone in the organization familiar with this information. This person need not be the same person who responds to sections B & C. You may replace this section with organizational literature (such as an annual report to donors) if it contains this information—please send this information with completed sections B & C.
The site questions are intended to provide an understanding of the places where certain types of materials are being used. These responses will be kept confidential.

Name of organization _____

Address _____

_____

_____

Phone # _____ Fax # _____

Email address _____

Website URL _____

Describe the general focus of your organization or your mission statement if you have one:

Type of organization (check all that apply):

___ Learning center ___ Free standing literacy program ___ Workfare Investment Program

___ Prison with educational options ___ Social Service organization with adult ed./literacy component

_____ Adult Education / literacy located in a public library but not sponsored by the library

_____ Adult Education / literacy sponsored by the public library

_____ Adult Education / literacy connected to public school system

_____ Adult Education connected to— a) _____ community college; or b) _____ a university/ 4-year college

_____ Alternative/Transitional Housing facility with an adult education / literacy component

_____ Other (please be as specific as possible)

Who do you serve?

Please provide *percentages* if available or simply check off all that apply.

Education Levels:

- Completed 5th grade or lower _____
- Completed 5th-12th grade _____
- Graduated from High School _____
- Attend College or Tech School _____

Current Program Enrollment:

- ABE (Adult Basic Ed) _____
- ESL (English as 2nd Language) _____
- Pre-Beginning or Beginning _____
- Basic Skills _____
- Pre-GED _____
- GED _____
- College Enrolled _____

Age Range:

- 16-20 _____
- 21-31 _____
- 31-40 _____
- 41-50 _____
- Older than 50 _____

Economic Status:

- TANF ("welfare") _____
- Workfare Program _____
- Homeless _____
- Working Poor _____
- Disability Income _____
- Veteran Income _____
- Other: (Describe) _____

Gender:

- Women _____
- Men _____

Citizenship & Race or Origin:

US Born

- European-American _____
- African-American _____
- Hispanic-American _____
- Asian-American _____
- American Indian _____
- Arab-American _____
- Other: _____

Immigrant

- East/West Europe _____
- African Countries _____
- Central/South Amer. _____
- East/South/Pacific Asian _____
- Indigenous non US _____
- Middle Eastern _____
- Slavic/Russian _____
- Other: _____

Language:

- English-speaking only _____
- Multilingual _____

Any additional information you'd like to add that you think is important for this study:

Section B: Specific Questions on Reading / Resource Materials

Which of the following published materials do you use and how would you rate them? Please use open spaces on the form or additional paper if you need more room for your comments.

Title	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
Making Connections: A Literacy and EAL Curriculum from a Feminist Perspective (CCLOW)											
16 Extraordinary American Women J. Weston Walch											
Push by Sapphire											
Chicken Soup for a Woman's Soul by Jack Canfield											
"New Books for New Readers" Series (Univ. of Kentucky): 1) *Heartwood*											
2) *Why Work?*											
Seal Press: *You Can Be Free* by Ginny NiCarthy											
Working Part by Lucy Jane Bledsoe											
"Women Who Dared" Series: 1) *Getting the Real Story*											
2) *Heart in Politics*											

From Laubach Literacy & New Readers Press...	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
"Quick & Easy Guides": 1) *Women's Health*											
2) *Having a Baby*											
3) *The Safe, Self-confident Child*											
"Controlled Readers" *Pat King's Family*											
"Writer's Voices Series": *Selections from...* 1) *I Know Why the Caged Bird Sings/Heart of a Woman*											
2) *Temple of My Familiar*											
3) *Joy Luck Club*											
4) *Women of Brewster Place*											
5) *Accidental Tourist*											
6) *Coal Miner's Daughter*											
7) *China Men Woman Warrior*											

From Laubach Literacy & New Readers Press...	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
"Today's World Series":											
1) *Domestic Violence*											
2) *Many Kinds of Families*											
3) *Sexual Harassment*											
Miscellaneous Titles:											
1) *The Childbearing Year*											
2) *A Good Beginning*											
3) *When a Baby Is New*											
4) *As a Child Grows*											
5) *Your Home Is a Learning Place*											
6) *You and Your Child's Teacher*											

Do you have any general comments about the Laubach / New Readers materials?

Distributed by Peppercorn Books	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
"Black Leaders... Series"											
1) Mary Seacole											
2) Sojourner Truth											
3) Harriet Tubman											
"Our Lives Series"											
1) So *Many Things I Could Have Written*											
2) *Standing On My Own Two Feet*											
3) *From East to West*											
4) *Looking Forward*											
5) *From Sound to Silence*											
Avanti Books Readers											
1) New Home, Hard Work											
2) Oceans Apart											
3) My Deaf Son											
Spike Press											
1) A *Woman's Work*											
2) *Home from Home*											
3) *Time Runs Out*											

Distributed by Peppercorn Books	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
Miscellaneous 1) *Who Holds the Mirror* from the Breast Cancer Oral History Project											
2) *Learning for Our Health & Women Getting Together*											
3) *Welfare Rights & Change* (from Literacy South)											
4) *My Name Is Selina Mabilesta* (from ViVa)											

Do you have any general comments about the Peppercorn Books materials?

Section C: What Additional Feminist Resources Do You Use?

1) What published materials addressing specific women's issues have you been using that are not listed above in Section B? Please be as specific and as comprehensive as possible.

2) What women-centered or feminist materials DO NOT exist (on a topic or in a genre) that you wish you had available to use with your learners? (For example: information on specific health concerns, social relations, short stories, work situations, "issues", women's rights, memoirs, etc.)

3) Have you found it important to use or have access to literacy materials that touch on or raise issues of specific importance to women? Please explain your answer if possible.

4) What types of concerns or issues generally surface for the women learners/students in your program? How do they usually tend to surface?

5) If more published literacy materials on specific concerns to women were available, would you use them? Why or why not?

6) Would you use printed materials developed by other literacy programs if you knew about them? What would this depend on?

7) If there are any additional comments you'd like to make about literacy resources or reading materials or curriculum packets and how they reflect issues of specific importance to women, please make them here. Please use additional pages if necessary.

8) Do you create your own printed materials? Why?

If yes,

- When you create your own printed materials, how is this done? Are your learners involved in the process? If so, how?

- Who pays for the production costs?

- Do you use them with subsequent learners or classes? Why or why not?

- Do you make them available to other programs?

If your center develops its own materials, please send along sample copies or a list of titles for the purposes of adding it to the collection of resources being developed by this research. Please indicate whether this material is for in-house use only or if you are able or willing to make it available to others. If you would like to make them available for wider distribution, please be sure to include contact information and the price(s).

9) What factors are important to you in choosing literacy materials for women or on women's issues? How would you rate the following?

	Extremely important	Important	Not so Important	Doesn't matter	Comments on this?
Length (in general) ....and specifically 1-2 pages 3-4 pages more than 5 pages					
Content					
Quality of writing					
Reading level					
Comprehension questions					
Workbook format					
Overall size of book					
Price					
Accompanied by an audiotape					
Accompanied by a website					
Accompanied by a software program					
Accompanied by a teacher's guide or resource book					

Other considerations—please be as specific as possible.

Section D: List of Responders

Please indicate who in your organization responded to each section.

Section	Name of Responder(s) (please print) More than one person may answer each section. Please indicate by (*) who primarily handled each section.	Position in Organization	May I contact you for additional information or for clarification on responses?
A: Site Specifics			_____ no _____ yes by phone _____ email _____ fax _____ mail _____
B: Specific Questions on Reading / Resource Materials			_____ no _____ yes by phone _____ email _____ fax _____ mail _____
C: What Additional Feminist Resources Do You Use?			_____ no _____ yes by phone _____ email _____ fax _____ mail _____

Please return this questionnaire in the attached SASE. Deadline: March 15, 2000.

Thank you for participating.

Ms. Mev Miller
1483 Laurel Ave.
St. Paul, MN 55104

651-646-1855
651-646-1183 (fax)
mev@winternet.com

Appendix 2: Section B: Specific Questions on Reading / Resource Materials

Which of the following published materials do you use and how would you rate them? Please use open spaces on the form or additional paper if you need more room for your comments. *Tally note: Percentage based on 12 sites; X's indicate number of sites who rated material this way*

Title	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
Making Connections: A Literacy and EAL Curriculum from a Feminist Perspective (CCLOW)	41%	16%	41%	XX		XX		XX	XX		- Use as a resource - Most seems irrelevant - read aloud, vocabulary, stimulate discussion
16 Extraordinary American Women J. Weston Walch	8%	25%	66%		X						- good resource
Push by Sapphire	8%	25%	41%	XX	X				X	x	- conflicted about using it - incredibly engaging - wants to use it but language is "Black" so hard to use w/ her learners
Chicken Soup for a Woman's Soul by Jack Canfield	33%	33%	25%	X	X				X	X	"encouragement" readable, shortness, good as a writing prompt
"New Books for New Readers" Series (Univ. of Kentucky): 1) *Heartwood*		16%	83%								
2) *Why Work?*		16%	83%								
Seal Press: *You Can Be Free* by Ginny NiCarthy	8%	33%	75%								- has on shelf for teacher reading
Working Part by Lucy Jane Bledsoe		33%	66%								
"Women Who Dared" Series: - *Getting the Real Story*		25%	66%								
- *Heart in Politics*		25%	66%								

Appendix 2

From Laubach Literacy & New Readers Press...	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
"Quick & Easy Guides": 1) *Women's Health*	8%	33%	33%		X			X	X		Good for independent study
2) *Having a Baby*		33%	33%					X			
3) *The Safe, Self-confident Child*	17%	33%	33%	X	xx			XXX	X		
"Controlled Readers" *Pat King's Family*	17%	25%	42%	X	X	X		XXX			Good with very new/basic level
"Writer's Voices Series": *Selections from...* 1) *I Know Why the Caged Bird Sings/Heart of a Woman*	25%	25%	17%	X						XX	- used mostly in the library - they have them but women don't choose them - don't use because reading level is too high - all too advanced for ESL - too advanced -- don't have enough time to use with learners for *Joy Luck Club* and *Women of Brewster Place*, one teacher uses the actual book
2) *Temple of My Familiar*	8%	33%	25%							X	
3) *Joy Luck Club*	17%	33%	17%		X			X		X	
4) *Women of Brewster Place*	8%	42%	25%							X	
5) *Accidental Tourist*	8%	42%	25%							X	
6) *Coal Miner's Daughter*	17%	42%	17%							X	
7) *China Men/Woman Warrior*		25%	42%							X	

From Laubach Literacy & New Readers Press...	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
"Today's World Series":											
1) Domestic Violence	8%	42%	42%								- good with new readers
2) *Many Kinds of Families*	8%	33%	42%		X			X			- all are on shelf and available to students
3) *Sexual Harassment*		42%	42%								- too high for ESL I & II
Miscellaneous Titles:											
1) *The Childbearing Year*	8%	42%	33%								- in the library
2) *A Good Beginning*		42%	33%								
3) *When a Baby Is New*	8%	33%	42%								
4) *As a Child Grows*	8%	33%	42%		X			X			
5) *Your Home Is a Learning Place*	17%	33%	33%		X			X			
6) *You and Your Child's Teacher*	8%	42%	33%		X			X			

Do you have any general comments about the Laubach / New Readers materials?

Excellent for ABE low-mid readers. Students like "romance" - like Janet Dailey books because they feel like they are reading a "real" book like the Harlequins read by their friends

New Readers is most accessible for new and beginning readers

The language is often stilted -- esp. in the Laubach materials

They are good but don't use because of lack of $$ -- will apply for grant to get them

Distributed by Peppercorn Books	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
"Black Leaders... Series"		17%	67%								- too American for Canadian context
- *Mary Seacole*											
- *Sojourner Truth*		33%	42%								
- *Harriet Tubman*		42%	42%								
"Our Lives Series"											
1) So *Many Things I Could Have Written*	17%	17%	42%	X					x		- on shelf for students & recommends it
2) *Standing On My Own Two Feet*		17%	67%								
3) *From East to West*		17%	67%								
4) *Looking Forward*		17%	67%								
5) *From Sound to Silence*		17%	67%								
Avanti Books Readers		17%	67%								
- *New Home, Hard Work*											
- *Oceans Apart*		17%	67%								
- *My Deaf Son*	8%	17%	67%								
Spike Press	8%	17%	67%	X							- one shelf for learners
1) A *Woman's Work*											
2) *Home from Home*		17%	67%								
3) *Time Runs Out*		17%	67%								

Distributed by Peppercorn Books	Use It	Don't Use It	Don't Know About it	This Material Is: Excellent/ Good/Mediocre/Poor				Level of Use: Beg./Interm. /Advncd.			How do you use these materials? Additional Reflections on them?
Miscellaneous											
1) *Who Holds the Mirror* from the Breast Cancer Oral History Project	17%	8%	67%	XX					X		Excellent resource -- like poster & book as prompt for discussion on breast exams
2) *Learning for Our Health & Women Getting Together*	8%	8%	67%	X					X		Good on dieting and stress
3) *Welfare Rights & Change* (from Literacy South)	8%	8%	67%		X					X	Dated - pre PRWORA
4) *My Name Is Selina Mabilesta* (from ViVa)		17%	67%								

Do you have any general comments about the Peppercorn Books materials?

Loves their books -- trying to provide but too expensive
Hard to find & possibly controversial
Series on So. Africa (USWE) is excellent -- especially on equality

Great resources

Additional Responses:

Chicken Soup for a Woman's Soul:

speech class members retold story in own words; in writing, responded to stories; literature class discussed difference between theme (message) and plot (events) of the story

About Laubach / New Readers materials...

Use a lot of these materials, particularly the curriculums designed for ESL students. Since the women's group focuses on workplace skills and employability, use texts such as *Putting english to Work; The Working experience 1-3*, and *Lifeprints*, etc. Also have but don't currently use:

Family Matters
Your Rights at Work
Celebrating International Women's Day
From Classroom to Community: Building Leadership & Advocacy Skills in the ESL Class

Appendix 3

Resource materials listed by respondents to the questionnaire. More information about these titles can be found on the complete resource list.

Title	Author
American Dreams	Sapphire
Carol-Lines	Members of the Caroline Center
Changes	Mindy Bingham, Sandy Stryker and Judy Edmondson
La Cocina de Vida	Anson Green
El Bronx Remembered	Nicholasa Mohr
The Healing Touch	Janet Dailey
Health Education in Plain Language: Curriculum Guidebook	Women's Network PEI
Health Education in Plain Language: Beyond Prescriptions ~ Meeting Your Health Needs	Women's Network PEI
Health Education in Plain Language Is It Hot in Here? A Handbook about Menopause	Women's Network PEI
The Her Project	Deborah Reck
The House on Mango Street	Sandra Cisneros
I See a Part of Myself	Edami Roa, Basemah Jaber and Ivan Ramirez
If You Could See Me Now	Kate Nonesuch and Evelyn Battell, eds.
Listen to Women in Literacy	Tannis Atkinson, with Frances Ennis and Betty-Ann Lloyd
Mollie's Year	Tana Reiff
Our Bodies, Ourselves for the New Century	Boston Women's Health Book Collective
Push: A Novel	Sapphire
Refugee & Immigrant Women's Project Curriculum	
Riding High	Janet Dailey
Scholastic's "Dear America" Series	
Sex Education Activities	Janet Rizzo Toner
Stories from Home	
Tacoma Community House ESL Curriculum	
Voices of Aboriginal Women	Goyette
When I Was Puerto Rican	Esmeralda Santiago
Why Did It Happen to Me?	Carla Frenchy
Women in the Workplace	

Appendix 4

What factors are important to you in choosing literacy materials for women or on women's issues?
How would you rate the following?

	Extremely important	Important	Not so Important	Doesn't matter	Comments on this?
Length (in general) ....and specifically 1-2 pages 3-4 pages more than 5 pages	8%	58%	33%		- depends on level of learner's English - Class time less than2 hrs .message most important - if compelling, learner will continue - up to 40 pages / - short & basic - rarely if more than 3 pages / - quality
Content	75%	25%			- awareness of cultural norms - try not to impose in insensitive way
Quality of writing	42%	42%	8%		No response from 8% - well-written with English language limitations in mind
Reading level	58%	42%	8%		- for ESL, as low as possible - many are too high
Comprehension questions	17%	25%	17%	25% 17% No response	- good with slow starting groups - doesn't use them - helps tutors to focus - teachers make up their own
Workbook format	17%	17%	8%	33% 25% No response	- interaction is best - nice for mid-level readers - prefer NOT
Overall size of book			58%	25%	25% No response - don't give books to learners
Price	25%	67%		8%	- program has limited funds - prefer inexpensive, but cost not important if it's the only thing available
Accompanied by an audiotape		7%	42%	33% 17% No response	- generally don't use tapes - helpful but not necessary - nice but not mandatory as teacher prefers to read
Accompanied by a website	7%	7%	7%	58% 17% No response	
Accompanied by a software program	7%		17%	58% 17% No response	- would rather that learners use *print* materials
Accompanied by a teacher's guide or resource book		25%	25%	33% 17% No response	- tutors rely on the teacher manuals

Other comments: Quality of binding -- 3 ring is good so pages can be removed as needed

C

Feminist Resources and Curriculum for Women Achieving Literacy

Resource List

Prepared by Mev Miller
Women Leading Through Reading
1483 Laurel Ave.
St. Paul, MN 55104
mev@winternet.com
www.litwomen.org/wltr.html
June, 2000

These resources are listed in alphabetical order by title. Each listing includes all information about the title available at the time of production. Titles related to this specific research are indicated by the following codes indicating their source:

SBQ = Indicates resources listed in Section B of the original study questionnaire
LWR = Indicates resources recommended or suggested by literacy workers who responded to the questionnaire

Unmarked titles are ones that have come to Mev's attention through various sources. Inclusion of titles on this list *does not* necessarily indicate recommendation or judgement on the quality of the work. This is merely a resource list of possible women's literacy materials. A directory of publishers, distributors, and other contact information is listed at the end of the title listings. Please send additional information, updates, and new titles to <mev@winternet.com> or fax 651-646-1153.

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16 Extraordinary American Women, J. Weston Walch, 0825128080, Pbk, $17.95. SBQ

American Dreams, *Sapphire*, Vintage Books, 1996, 0-679-76799-1, Pbk, $12.00. LWR

As a Child Grows, *Rosanna Keller*, New Readers Press, 0-88336-511-1, Pbk, $4.75. SBQ
Discusses the needs of young children at various stages of development during their first five years.

Beginning to Heal : A First Book for Survivors of Child Sexual Abuse, *Ellen Bass and Laura Davis*, Harper Row, 1993, 0-06-096927-X, Pbk, $10.00.
Based on the groundbreaking bestseller The Courage to Heal this is a compassionate and easy-to-read guide for survivors of childhood sexual abuse. Offering hope

The Book Club Connection: Literacy Learning and Classroom Talk, *S.I. McMahon, T.E. Raphael, eds.* and et.al., Teacher's College Press, 1997, 0-8077-3614-7, Pbk, $21.95.

Breaking Free from Partner Abuse: Voices of Battered Women Caught in the Cycle of Domestic Abuse, *Mary Marecek*, Morning Glory Press, 1999, 1-885356-53-6, Pbk, $8.95.

By Women/For Women: A Beginning Dialogue on Women and Literacy in the U.S., Laubach Literacy Action, WIL/USA, 1994, Staple Bound.

Carol-Lines, Members of the Caroline Center, Caroline Center, Staple Bound. LWR
Poetry and other short writings ad artwork by students at the Caroline Center.

Changes : A Woman's Journal for Self-Awareness and Personal Planning , *Mindy Bingham, Sandy Stryker and Judy Edmondson*, Advocacy Press, 1987, 0-911655-40-9, Pbk, $19.95. LWR

Chicken Soup for the Woman's Soul: 101 Stories to Open the Hearts and Rekindle the Spirits of Women, *Jack Canfield, Mark Victor Hansen, Marci Shimoff and Jennifer Hawthorne , eds.*, Health Communications, 1996, 1-558744-15-0, Pbk, $12.95. SBQ

The Childbearing Year, *Barbara Holstein*, New Readers Press, 0-88336-567-7, Pbk, $8.75. SBQ
Contains important information on how to stay healthy during pregnancy.

Circles of Sisterhood: A Book Discussion Guide for Women of Color, *Pat Neblett*, Harlem River Press, 1997, 0-86316-245-2, Pbk, $14.00.
Practical sourcebook covers various aspects of how to lead a book group discussion.

Clear & Simple: Developing Effective Print Materials for Low-Literate Readers, *National Institutes of Health, National Cancer Institute*, 1994, NIH Publication NO. 95-3594, Staple Bound.
Contains some overall tips that could be used by anyone though the examples here all relate to health-related materials.

La Cocina de Vida: The Kitchen of Life, *Anson Green*, Texas Education Agency, 1999, Spiral Bound. LWR
Curriculum developed by and for women making the transition into the workplace from public assistance, oppressive relationships, or with low expectations of what work can offer them.

The Collector of Treasures, *Bessie Head*, Peppercorn / ViVa Books, 1995, 1-874932-16-6, Pbk, $8.50. **LWR**
Her husband had abused her in every way possible, but one day he went too far– he tried to take away the most precious of Dikeledi's treasures–and she murdered him. This story tells how her husband abandoned Dikeledi with three small children to care for and how she built up her life without him, only to have it shattered again by his return.

Covering Rough Ground, *Kate Braid*, Polestar Books, 1991, 0-919591-68-X, Pbk, $9.95.
Poetry written by a journeywoman carpenter naming the unique experiences and challenges for women carpenters.

Critical Games, *Mary Jo Connelly, Jane T. Benbow, Deborah Fredo and Maria Diarra Keita*, Center for International Education, 1994, 0-932288-90-1, Spiral Bound, $8.00.
Four games to help develop critical perspectives on economic and social development: the growth game, the power game, the class and gender game, the education and gender game.

Doing the gender boogie: Power, participation & economic justice—A popular education and action guide, D. Culbertson (ed), Ten Days for World Development, 1995.

Domestic Violence, *(Today's World: Family Issues Series)*, New Readers Press, $3.50. **SBQ**

Economic Literacy: Curriculum Guidebook, Lindy Whiton (compiled), North Quabbin Adult Education Center, 1997, (1-978-544-8917), Spiral Bound.
Created from the works of the staff and students who participated in economic literacy classes.

El Bronx Remembered: A Novella and Stories , *Nicholasa Mohr*, Harper Trophy, 1993, 0-06-447100-4 , Pbk, $4.95. **LWR**

Family Literacy and the School: How Teachers Can Help, *Pamela Weinberg*, New Readers Press, 1990, 0-88336-328-2, Pbk, $9.75.
Assists teachers to work with families where parents may lack confidence in their own literacy skills.

Family Reading: An Intergenerational Approach to Literacy - a manual for trainers, *Ellen Goldsmith and Ruth Handel*, New Readers Press, 1990, 0-88336-990-7, Staple Bound, $16.95.
Teacher's Guide

Family violence—a curriculum sample: Women's Issues Series, Vol. 2, *Refugee Women's Alliance*, Refugee Women's Alliance, 1996, Staple Bound.

The Forbidden Stitch: An Asian American Women's Anthology, *Shirley Geok-lin Lim (ed)*, CALYX Books, 1991, 0-934971-04-8, Pbk, $16.95.
Contains poetry and artwork by women of Asian and South Asian descent.

Four Stories: Oral Histories From the Open Book, *Stephanie Lawson (ed) and John Gordon*, Open Book, 1990, Staple Bound.

The Freedom Side, *Marcia Miller Stadelhofen*, New Readers Press, 1982, 0-883362 04-X, Pbk, $3.95.
A young black slave narrowly escapes capture and makes her way to freedom.

From the Community to the Community: A Guidebook for Participatory Literacy Training, *Elsa Auerbach*, Lawrence Erlbaum Associates, 1996, 0-8058-2267-4, Pbk, $37.00.

From East to West: Our Lives Series, *Linh Hoa*, Peppercorn / Avanti-Croydon, 1987, 0-9516066-3-8, Pbk, $5.00. **SBQ**
Advanced level learners. Linh Hoa is a Chinese women who lived in Vietnam until she was forced to flee with her family, first to Hong Kong then to England.

From Sound to Silence (Only available in Urdu): Our Lives Series, *Asha Mohamed*, Peppercorn / Avanti-Croydon, 1987, 0-9516066-, Pbk, $5.00. **SBQ**

The Future Is Ours, *Magdalena Hermanus*, Peppercorn / Juta, 0-7021-3845-2, Pbk, $5.00.
The story of a woman's journey through life. Spanning 30 years, it covers her move from rural Transkei to Cape Town and her growing awareness of the power of the women in her community and how they work together to build up their community.

Getting Good Health Care: (FYI Series) Information for Better Living, produced *with American Institute for Preventive Medicine*, New Readers Press, 1994, 1-56420-029--9, Pbk, $8.95.
Helpful information on dealing with health providers

Getting Involved in Community Issues: Yes, You Can Make A Difference, *Pat Larson, Cindy Rodriguez, Caridad Santiago and Lisa Willard*, North Quabbin Adult Education Center, (1-978-544-8917), Spiral Bound.
What one group of women did to get involved in their community – A Manual of activities and reflections.

Getting the Real Story: Nellie Bly and Ida B. Wells, *Sue Davidson*, Seal Press, 1992, 1-878067-16-8, Pbk, $8.95. **SBQ**
This book profiles two women who made their mark in the world of journalism at the turn of the century.

A Good Beginning: Enjoying Your Baby's First Year, *Barbara Lewis*, New Readers Press, 1994, 0-88336-570-7, Staple Bound, $10.50. **SBQ**
Set-up in calendar format.

Growing Bolder: A workbook on growing older and herstory for women in literacy programs, *Anne Moore* and the Women's group of Action Read, Grass Roots Press, Pbk, $15.00.

Harriet Tubman: Black Leaders in the Freedom Struggle, *Mary Stuart*, Peppercorn / Central Bristol AEC, 1991, 1-87311503-2, Pbk, $7.00. **SBQ**
Advanced readers. Harriet Tubman was a runaway slave who became a leader in the Underground Railroad.

Having a Baby: (A Quick and Easy Guide), with *Sharon Humenick*, Ph.D., New Readers Press, 1997, 1-56853-032-3, Pbk, $8.95. **SBQ**
Contains information on choosing to have a baby and health care issues during pregnancy.

The Healing Touch: Janet Dailey's Love Scenes, *Janet Dailey*, New Readers Press, 1996, 1-564200-99-X, Pbk, $4.50. **LWR**

Health Education in Plain Language: Curriculum Guidebook for Plain Language Health Resources, *Women's Network PEI*, Grass Roots Press, Spiral Bound, $15.00. LWR

Health Education in Plain Language: Beyond Prescriptions ~ Meeting Your Health Needs: A Plain Language Workbook about Health, *Women's Network PEI*, Grass Roots Press, Spiral Bound, $21.00. LWR

Health Education in Plain Language: Is It Hot in Here? A Handbook about Menopause for Women and Their Families, *Women's Network PEI*, Grass Roots Press, Spiral Bound, $9.00. LWR

A Heart in Politics: Jeannette Rankin and Patsy Mink, *Sue Davidson*, Seal Press, 1994, 1-878067-53-2, Pbk, $9.95. SBQ
Lucid and enlightening biographies of two outstanding women politicians.

Heartwood: (New Books for New Readers), *Nikky Finney*, Univ. Press of Kentucky, 1997, 0-8131-0910-8, Pbk, $4.95. SBQ
In this touching novel two young women Trina Sims and Jenny Bryan discover how much they are alike inside despite their different skin colors.

The Her Project: Homebound English for Refugee Women, *Deborah Reck*, Tacoma Community House. LWR

Home from Home, *Sally McKeown*, Peppercorn / Avanti-Spike, 1992, 1-872916-21-X, Pbk, $4.00. SBQ
Basic Readers. Alice has now found a job in a hotel and is required to go for job training. Her experiences at home have equipped her fully for all the skills she will need.

The House on Mango Street, *Sandra Cisneros*, Vintage Books, 1991, 0-679-73477-5, Pbk, $9.95. LWR

I See a Part of Myself: Voices from the Community, *Edami Roa, Basemah Jaber and Ivan Ramirez*, Open Book, , Pbk. LWR

If You Could See Me Now, *Kate Nonesuch and Evelyn Battell, eds.*, Kate Nonesuch, Pbk, $8.00. LWR
Five women tell their stories about getting out of abusive relationships.

International Women's Day March 8—a curriculum sample: Women's Issues Series, Vol. 1, *Refugee Women's Alliance*, Refugee Women's Alliance, 1996, Staple Bound.

It's Not Okay Anymore: Your Personal Guide to Ending Abuse, Taking Charge, and Loving Yourself , *Greg Enns and Jan Black, New Harbinger*, 1997, 1-57224066-0, Pbk, $13.95.
A practical handbook for victims and survivors in the process of coming out of abusive situations, and the support people working with them.

June Jordan's Poetry for the People: A Revolutionary Blueprint, *Lauren Muller*, Routledge, 1995, 0-41591168-0, Pbk, $19.95.

Just Once, *Mary Blount Christian*, New Readers Press, 1996, 0-883362-08-2, Pbk, $3.95.
Cora leaves her abusive husband and must build a new life for herself and her small son. May be out of print.

Latina: Women's Voices from the Borderlands, *Edited by Lillian Castillo-Speed*, Touchstone Books, 1995, 0-684-80240-6, Pbk, $13.00.
A collection of works by 31 well-known and emerging Latina writers.

Learning for Our Health: A Resource for Participatory Literacy and Health Education, *Mary Norton and Pat Campbell*, Learning Centre Literacy Association, 1998, 0-9698539-6-3, Spiral Bound, $18.00. SBQ
Learning for Our Health is a resource for participatory literacy and health education. The resource includes discussions about literacy and determinants of health, description and reflection about a participatory education model, and suggestions for supporting literacy development in health workshops. Available at Peppercorn Books.

Let the Spirit Flow: Writings on Communication and Freedom, *Berkeley Reads*, Berkeley Public Library, Pbk.

Listen to Me: Talking Survival, *Fay*, Peppercorn / Avanti-Gatehouse, 1989, 0-906253-30-6, Pbk, $7.50.
A heart-wrenching account of a woman's struggle to survive childhood sexual abuse and the long-term pain it caused her. The author hopes to send a message to other survivors that they are not alone.

Listen to Women in Literacy: The Power of Woman-Positive Literacy Work, *Tannis Atkinson, with Frances Ennis and Betty-Ann Lloyd*, Fernwood Publishing, 1994, 1-895686-38-5, Pbk, $8.00. LWR
Also available through CCLOW.

Looking for Home: Women Writing about Exile, *Deborah Keenan* (ed), Milkweed Editions, 1990, 0-915943-45-X, Pbk, $11.95.
This is a collection of poems written in English by women who were born in other countries and came to the U.S. out of exile

Looking Forward: Our Lives Series, *Inma Suarez*, Peppercorn / Avanti-Croydon, 1994, 0-9516066-4-6, Pbk, $5.00. SBQ
Advanced level learners. Inma Suarez came to England as an au pair, speaking only Spanish. She went to English classes and there met her future husband. Her story tells of how she married and after having a baby, discovered she had leukemia.

Making Connections: A Literacy and EAL Curriculum from a Feminist Perspective, *CCLOW*, Canadian Congress for Learning Opportunities for Women (CCLOW), 1996, 0-921283-18-0, Spiral Bound, $19.95. SBQ
Contains wonderful short pieces and suggestions for questions which will facilitate discussion. Also has a companion tape with song suggestions-lyrics in book.

Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy, *Elsa Roberts Auerbach*, Delta Systems Co., Inc., 1997, 0-937354-79-1, Pbk, $16.95.

Mam' Fixit and the Skorokoro, *Gabi Witthaus*, Peppercorn / ViVa Books, 1995, 1-874932-20-4, Pbk, $6.00.
Intermediate level. As a little girl Nthabiqseng liked to watch her father fixing cars. She dreamed of making her own car from parts of other cars. But everything is not well in her family. She soon learns that you can't have everything without paying a price. This is a sad morality tale of a woman who puts all her energies into her first love - the car - and only realizes too late the price she has had to pay.

Many Kinds of Families, (Today's World: Family Issues Series), New Readers Press, 1994, 1-56420-068-X, Staple Bound, $3.50. SBQ

Mary Seacole: Black Leaders in the Freedom Struggle, *Marie Stuart*, Peppercorn / Central Bristol AEC, 1990, 1-87311505-9, Pbk, $7.00. SBQ
Intended for more advanced literacy students. Mary Seacole was a Black nurse from Jamaica who made her way to the Crimea in the mid-1800s to serve those wounded in war.

Mollie's Year: (Pacemaker Lifeline Book), *Tana Reiff*, Fearon Education, 1979, 0-8224-4316-3, Pbk, $10.00. LWR
When her husband dies, a widow must make important decisions concerning the rest of her life.

More in Than Out: The Writing Workshop, Bedford Hills Correctional Facility, *Hettie Jones (ed)*, Writing Workshops, 1992, Staple Bound, $5.98.
Poetry and short fiction from the Bedford Hills Correctional Facility.

Mother Gave a Shout: Poems by Women and Girls, *Susanne Steele (ed)*, Volcano Press, 1991, 0-912078-90-1, Hardcover, $14.95.
A collection of poems by women and girls from all over the world.

Movement in Black, *Pat Parker*, Firebrand Books, 1999, 1-563411-08-3, Pbk, $16.95.
Straight-forward poetry by a black lesbian poet and activist.

My Deaf Son, *Umtul Nisa*, Peppercorn / Avanti-Gatehouse, 1998, 0-906253-57-8, Pbk, $5.00. SBQ
Basic Readers. Umtul writes about her first born son Ahdil, born two months after she arrived from Pakistan to live in England, and of how she and her family coped when they discovered that he was profoundly deaf. Illustrated with line drawings, the text is in both English and Urdu.

My Name is Selina Mabiletsa, *Chris van Wyk*, Peppercorn / ViVa Books, 1996, 1-874932-24-7, Pbk, $6.00. SBQ
Basic Readers. Selina Mabiletsa could not read and write, but she had a happy life with her husband Joe. Then everything went wrong and trouble came to Thokoza where she lived. Selina now had to be strong on her own. This is the story of one woman's struggle for survival and the surprising way in which her newly developing writing skills came to her rescue.

My Name's Not Susie: A Life Transformed by Literacy, *Sharon Jean Hamilton*, Heinemann, 1997, 0867094044, Pbk, $13.95.

The New Baby, *Helen Brain*, Peppercorn / NRP, SA, 1998, 1-86840-294-0, Pbk, $7.00.
Basic readers. A priest and his wife are ashamed when their daughter tells them she is going to have a baby. When the baby comes, everything changes.

New Home, Hard Work, *Naznin Monaf*, Peppercorn / Avanti-Gatehouse, 1994, 0-906253-38-1, Pbk, $5.00. SBQ
Basic Readers. Naznin writes about her arrival in England from Bangladesh. Cold, pregnant and unsure of what lay ahead, she was about to experience some of the hardest days of her life. This autobiographical account was written during ESOL classes and has an introduction in both English and Bengali.

Oceans Apart, *Kohinoor Akter*, Peppercorn / Avanti-Gatehouse, 1998, 0-906253-62-4, Pbk, $5.00. SBQ
Basic Readers. The author, aged 13 when she married in Bangladesh, traveled to England before giving birth to her third child. Her first two children and her husband had to remain in Bangladesh. This is a vivid account of the stresses placed on families when they become separated on account of immigration laws. Illustrated with line drawings, the text is in both English and Bengali.

Our Bodies, Ourselves for the New Century: A Book by and for Women, *Boston Women's Health Book Collective*, Touchstone Books, 1998, 0-684-84231-9 , Pbk, $24.00. LWR

Our Experience: Women from Somalia, *Tanzania, Bangladesh and Pakistan Write about Their Lives*, Peppercorn / Avanti-Gatehouse, 0-906253-53-5, Pbk, $11.50.
Women from Somalia, Tanzania, Bangladesh and Pakistan write about their lives and experiences in their home countries, and in Britain. We gain an insight into their home cultures through lullabies, children's games, recipes and reminiscences. Some sections of the book are translated into Somali, Ki-Swahili, Bengali and Urdu.

Pat King's Family, *Karen McFall*, New Readers Press, 1982, 0-883363-28-3 , Staple Bound, $6.00. SBQ

Personal and Life Management Skills for Women: A facilitator's manual, *Kwantlen University College*, Grass Roots Press, Pbk, $57.00.
This manual consists of three workshops on Self-esteem, Stress, and Assertiveness. Over 60 interesting and innovative group exercises, which vary in length from 15 minutes to an hour, are woven throughout the workshops. The stress workshop includes four guided relaxation scripts which are also available on audiotape cassettes. The manual also features a 30-page section entitled An orientation to group facilitation.

The Power of Woman-Positive Literacy Work: Program-based Action Research, *Betty-Ann Lloyd, with Frances Ennis and Tannis Atkinson*, Fernwood Publishing, 1994, 1-895686-36-9, Pbk, $18.00.
Also available through CCLOW.

Push: A Novel, *Sapphire*, Vintage, 1997, 0-679-76675-8, Pbk, $11.00. SBQ

Question Violence: Love Is the Answer, *Young Parent Program*: Health Patrol, Adult & Community Services, Lowell, MA, 1994, Spiral Bound. with Elizabeth Morrish (World Education)

Refugee & Immigrant Women's Project Curriculum, Tacoma Community House, 2000. LWR

Riding High: Janet Dailey's Love Scenes, *Janet Dailey*, New Readers Press, 1996, 1-56420098-1, Pbk, $4.50. LWR

The Safe, Self-Confident Child: (FYI Series) Information for Better Living, *produced with MELD*, New Readers Press, 1994, 1-56420-033-7, Pbk, $8.95. SBQ

Scholastic Encyclopedia of Women in the United States, *Shiela Keenan*, Scholastic Book Service, 1996, 0-590-22792-0, Hardcover, $17.95.
From Native Americans to recent immigrants, artists to athletes.

Scholastic's "Dear America" Series, Scholastic Book Service, , Hardcover. LWR

Selected from "Accidental Tourist": Writer's Voices Series, *Anne Tyler*, New Readers Press, 1996, 0-929631-23-4, Pbk, $4.50. SBQ

Selected from "China Men" and "The Woman Warrior": Writer's Voices Series, *Maxine Hong Kingston*, New Readers Press, 1996, 0-929631-12-9, Pbk, $4.50. SBQ

Selected from "Coal Miner's Daughter": Writer's Voices Series, *Loretta Lynn*, New Readers Press, 1996, 0-929631-11-0, Pbk, $4.50. **SBQ**

Selected from "I Know Why the Caged Bird Sings" and "Heart ofa Woman": Writer's Voices Series, *Maya Angelou*, New Readers Press, 1989, 0-929631-04-8, Pbk, $4.50. **SBQ**

Selected from "The Joy Luck Club": Writer's Voices Series, *Amy Tan*, New Readers Press, 1989, 0-929631-51-X, Pbk, $4.50. **SBQ**

Selected from "Love Medicine": Writer's Voices Series, *Louise Erdrich*, New Readers Press, 1996, 0-929631-02-1, Pbk, $4.50.

Selected from "The Temple of My Familiar" : Writer's Voices Series, *Alice Walker*, New Readers Press, 1996, 0-929631-59-5, Pbk, $4.50. **SBQ**

Selected from "The Women of Brewster Place": Writer's Voices Series, *Gloria Naylor*, New Readers Press, 1991, 0-929631-33-4, Pbk, $4.50. **SBQ**

Sex Education Activities: Just for the Health of It, Unit 4 , *Janet Rizzo Toner*, Prentice-Hall, 1993, 0-876-28851-4, Pbk, $18.95. **LWR**
The *Just for the Health of It* series is an unmatched tool for teaching basic health concepts and skills to students in grades 7-12. Features ready-to-use games, puzzles, worksheets, skits, and more. Each volume features 90 reproducible activities, a teacher's guide, and complete answer keys.

Sexual Harassment, (Today's World: Work Issues), New Readers Press, 1997, 1-56420-081-7, Staple Bound, $5.00. **SBQ**

Simple Songs, *Vicki Sears*, Firebrand Books, 1990, 0-932379-81-8 , Pbk, $8.95.
This collection of short stories reflects the Native American song traditions and "sings" the ordinary lives of Native children.

The Slate of Life: More Contemporary Stories by Women Writers of India, *Kali for Women (ed)*, The Feminist Press at CUNY, 1994, 1-558610-88-X , Pbk, $12.95.

So Many Things I Could Have Written: Our Lives Series, *Asha Mohamed*, Peppercorn / Avanti-Croydon, 1987, 0-9516066-2-X, Pbk, $5.00. **SBQ**
Advanced level learners. Asha Mohamed arrived in Britain as a refugee from Somalia in 1985. Although she had been a business woman in Somalia, she was now completely at a loss due to lack of language and little knowledge of a foreign culture. That she managed to sort out her problems and care for her two young daughters is a tribute to her courage.

Sojourner Truth: Black Leaders in the Freedom Struggle, *Marie Stuart*, Peppercorn / Central Bristol AEC, 1990, 1-87311505-9, Pbk, $7.00. **SBQ**
Advanced readers. Sojourner Truth was a slave who gained her freedom, became a preacher, and worked tirelessly for the cause of freedom until her death.

Something in My Mind Besides the Everyday: Women and Literacy, *Jennifer Horsman*, Women's Press (Canada), 1991, 0-889611- 45-9, Pbk, $13.95.

Standing on My Own Two Feet: Our Lives Series, *Faizia Zaman*, Peppercorn / Avanti-Croydon, 1990, 0-9516066-1-1, Pbk, $5.00. **SBQ**
Advanced level learners. Faizia Zaman, an immigrant from Bangladesh, was left a widow with five children when her husband died suddenly. She enrolled for English classes which helped her develop the confidence to cope with life on her own.

Stories from Home, *North Quabbin Adult Education Center*, Staple Bound. **LWR**
Poetry, short writings, and artwork by learners.

Surviving Rape, *Sonya Keyser and Brett Purdon*, Peppercorn / NRP, SA, 1995, 1-86840-171-5, Pbk, $7.00.
Advanced Readers. This book gives practical advice in a simple format about rape, answering questions such as 'What should you do if you have been raped?', 'How should you look after yourself after being raped?', and 'What can you do if you cannot avoid being raped?' Although some of the advice is specifically related to the South African legal context, most is applicable to women across all cultures and in all countries.

Tacoma Community House ESL Curriculum, *Tacoma Community House*, 1998, Spiral Bound, $40.00. **LWR**

Talking Shop: A curriculum sourcebook for participatory adult ESL, *A. Nash, A. Cason and M., McGrail, L., & Gomez-Sanford, R. Rhum*, Delta Systems Co., Inc., 1992, 0-937354-78-3, Pbk.

Time Runs Out, Peppercorn / Avanti-Spike, 1991, 1-872916-17-1, Pbk, $4.00. **SBQ**
Basic Readers. Doris and her friends go shopping often until they are stopped leaving a store with a big clock tucked under Doris' coat.

To Open Your Mind: A Collection of Writings by Adult Learners in Minnesota, *Minnesota Literacy Council*, 1-800-225-7323, Staple Bound, annual.

Too Scared to Learn: Women, Violence, and Education, *Jennifer Horsman*, U.S. Edition: Lawrence Erlbaum Assoc., Inc., 2000, 0-8058-3659-4, Pbk, $39.95. Canada Edition: McGilligan Books, 1999, 0-9698064-8-5, Pbk, $24.95.
Examines the links for women between literacy learning and violence. A broad array of information is offered to enable educators to alter their programs and practices in ways to enable women to learn more effectively.

Until We Are Strong Together: Women Writers in the Tenderloin, *Caroline Heller*, Teacher's College Press, 1997, 0-8077-3646-5, Pbk, $19.95.
Witnesses the power of literacy in the lives of the members of the Tenderloin Women Writers Workshop who gathered weekly in one of San Francisco's roughest neighborhoods

Voices of Aboriginal Women: Aboriginal Women Speak Out About Violence, *Goyette*, Canadian Council on Social Development (613-236-5868), 1991, 0-88810-394-8, Pbk. **LWR**

Voices of Rape: Revised Edition, *Janet Bode*, Franklin Watts, 1998, 0-531-15932-9, Pbk, $9.95.
Uses first person accounts of both rape survivors and offenders to depict physical, psychological, and legal aspects of rape and gives advice on what can be done in various situations. Originally intended for young adults, this book is also appropriate for adults.

Welfare, Rights & Change, *Jearlean Osborne*, Peppercorn Books & Press Inc., 1993, Staple Bound, $3.00. **SBQ**
"Welfare, Rights, & Change" explores the experience of students dealing with social welfare agencies and case workers. The curriculum sample uses the students' knowledge to develop their literacy skills. This is one of a series of six learner centered curriculum samples available from Literacy South.

We're All in This Together: Leadership and Community at the Open Book, *Students and Staff of the Open Book, Open Book*, 1991(?), Staple Bound.

When a Baby Is New, *Rosanna Keller*, New Readers Press, 1989, 0-88336-517-0, Staple Bound, $4.75. **SBQ**
Gives clear and helpful answers to many questions new parents have.

When I Was Puerto Rican, *Esmeralda Santiago* , Vintage Books, 1994, 0-679- 75676-0, Pbk, $12.00. **LWR**

When We Are All Strong Together: Understanding Gender Discrimination, Building Gender Justice, *Jennifer Butler and Melissa Gillis, eds.*, Presbyterian Distribution Services, 1997, $10.00.
This study and action guide on women's issues provides in-depth analysis in everyday language. Designed for use in adult and youth groups, the resource addresses a diversity of issues including: 4th World Conference on Women, Women's human rights, violence, media, health, economics.

Who Holds the Mirror: The mural, oral histories and pedagogy of the Breast Cancer Oral History Action Project, *Beth Sauerhaft and Marty Williams*, Peppercorn Books & Press Inc., 1998, Pbk, $10.00. **SBQ**
The book contains: * A Mural Key that identifies the key people, organizations, ideas, and concepts illustrated in the mural. The mural key can be photocopied and distributed as a mini-guide at mural events. * A section with' Ideas for Using the Mural and Oral Histories' in community education and political organizing. * A narrative description of participatory action research as practiced by the BCOHAP. * Selections from the multilingual oral histories collected by the action researchers of the BCOHAP. These selections are in English, Spanish, and Chinese.

Why Did It Happen to Me?, *Carla Frenchy*, Reading & Writing Centre, 1-896886-18-3, Pbk, $7.00. **LWR**
Carla gets bad news from her doctor. Something is wrong with the baby she is carrying. She turns to her family for help and advice.

Why Work?: (New Books for New Readers) , *Judy Jennings*, Univ. Press of Kentucky, 1989, 0-8131-0904-3, Pbk, $5.95. **SBQ**

Wild Garden: Art, Education, and the Culture of Resistance, *d. marino*, Between the Lines, 1997, 1-89635-71-3, Pbk, $16.50.

A Woman Like You: The Face of Domestic Violence, *Vera Anderson*, Seal Press, 1997, 1-878067-07-9, Pbk, $16.00.
Photographs of domestic abuse survivors with short descriptions of their stories told in story/memoir fashion.

A Woman's Work, *Sally McKeown*, Peppercorn / Avanti-Spike, 1992, 1-872916-20-1, Pbk, $4.00. **SBQ**
Basic Readers. Alice wants to get a job. Her husband puts forward what he feels are convincing reasons for her to stay at home.

Women and Literacy: Canadian Woman Studies / les cahiers de la femme (Vol. 9 #3 & 4), *Elizabeth Brady (ed)*, CWS/CF, Fall/Winter 1988, Pbk, $10.00.

Women Getting Together, *The Women's Health Group at the Learning Centre*, Learning Centre Literacy Association, 1998, 0-9698539-8-X, Staple Bound, $4.00. **SBQ**
A supplement to "Learning for our Health", this is a photostory about a women's health group at the Learning Centre. Also available at Peppercorn Books.

Women in Literacy Speak: The Power of Woman-positive Literacy Work, *Betty-Ann Lloyd, with Frances Ennis and Tannis Atkinson*, Fernwood Publishing, 1994, 1-895686-37-7, Pbk, $15.00.
Also available through CCLOW.

Women in the Workplace: Gender Equity Video Series, www.agsnet.com, 1-800-328-2560, Video, $50.00. **LWR**

Women Who Made a Difference: (New Books for New Readers) , *Carol Crowe-Carraco*, Univ. Press of Kentucky, 1989, 0-8131-0901-9, Pbk, $4.95.
New Books for New Readers Series. Inspiring short biographies of some of Kentucky's unsung heroines.

Women Winning in the Workplace: How to Succeed in Your Job, *WomenVenture*, WomenVenture, 1997, Spiral Bound.

Women's Health, (A Quick and Easy Guide), New Readers Press, 1997, 1-56853-034-X, Pbk, $8.95. **SBQ**

Working Parts (A Novel), *Lucy Jane Bledsoe*, Seal Press, 1997, 1-878067-94-X, Pbk, $12.00. **SBQ**
A novel who's main character—a bicycle mechanic and lesbian— struggles with improving her literacy skills in order to open her own bike repair business.

Worlds of Literacy (The Language and Education), *Mary Hamilton, David Barton, Roz Ivanic*, Multilingual Matters, 1994, 1-853591-95-5, Pbk, $24.95.

You and Your Child's Teacher, *Pamela Weinberg*, New Readers Press, 1995, 0-88336-627-4, Pbk, $9.75. **SBQ**
Guide for parents to help understand various ways of communicating with school personnel and build parents' confidence in assisting with their child's education.

You Can Be Free: An Easy to Read Handbook for Abused Women, *Ginny NiCarthy and Sue Davidson*, Seal Press, 1997, 1-878067-06-0, Pbk, $8.95. **SBQ**

Your Home Is a Learning Place, *Pamela Weinberg*, New Readers Press, 1995, 0-88336-641-X, Pbk, $9.75. **SBQ**
Fun ways you can teach your child basic skills at home.

Feminist Resources and Curriculum forWomen Achieving Literacy

Contact Listing for Publishers of Titles on Resource List

as of June, 2000

Canadian Congress for Learning

27 Follis Avenue
Toronto, ONT M6G 1S5
Phone: (416) 532-9108 Email: cclow@web.net
Fax: (416) 532-6048 URL: http://www.nald.ca/cclow.htm

Caroline Center

900 Somerset St.
Baltimore, MD 21202
Phone: 410-563-1303 Email: http://www
Fax: 410-563-1302 URL:

Center for International Education

Univ. of Massachusetts - School of Education
285 Hills House South
Amherst, MA 01003
Phone: 413-545-0465 Email: http://www
Fax: 413-545-1263 URL:

Delta Systems Co., Inc.

1400 Miller Parkway
McHenry, IL 60050-7030
Phone: 800-323-8270 Email: http://www
Fax: 800-909-9901 URL:

Fernwood Publishing

Box 9409, Station A
Halifax, Nova Scotia B3K 5S3
Phone: 902-422-3302 Email: http://www
Fax: 902-422-3179 URL:

Grass Roots Press

Literacy Services of Canada
PO Box 52192 Garneau
Edmonton, ALB T6G 2T5 CANADA
Phone: 1-888-303-3213 Email: grassrt@telusplanet.net
Fax: 780-413-6582 URL: http://www.literacyservices.com/WandL.htm

Highlander Education and Resource Center

1959 Highlander Way
New Market, TN 37820
Phone: 615-933-3443 Email: hrec@igc.apc.org
Fax: (423) 933-3424 URL: http://www

Kate Nonesuch

Reading & Writing Centre, Cowichan Campus
222 Cowichan Way
Duncan, BC V9L 6P4 CANADA
Phone: 250-746-3500 Email: nonesuch@mala.bc.ca
Fax: 250-746-3529 URL: http://www

The Learning Centre Literacy Association

10116-105th Ave.
Edmonton, AB T5H 0K2 CANADA
Phone: 780-429-0675 Email: learningcentre@compustart.ab.ca
Fax: 780-425-2205 URL: http://www

New Readers Press

U.S. Publishing Division of Laubach Literacy
PO Box 888
Syracuse, NY 13210-0888
Phone: 800-448-8878 Email: nrp@laubach.org
Fax: 315-422-5561 URL: http://www.newreaderspress.com

North Quabbin Adult Education Center

The Literacy Project
34 No. Main St.
Orange, MA 01364
Phone: 978-544-8917 Email: http://www
Fax: URL:

The Open Book

421 5th Ave.
Brooklyn, NY 11215
Phone: 718-965-9473 Email: http://www
Fax: URL:

Peppercorn Books & Press Inc.

(including Avanti, Juta, ViVa, etc.)
PO Box 693
Snow Camp, NC 27349
Phone: (877) 574-1634 Email: post@peppercornbooks.com
Fax: 336-376-9099 URL: http://www.peppercornbooks.com

Presbyterian Distribution Services

100 Witherspoon St.
Louisville, KY 40202-1396
Phone: 800-524-2612 Email: http://www
Fax: URL:

Reading & Writing Centre

Malaspina University-College, Cowichan
222 Cowichan Way
Duncan, BC V9L 6P4 CANADA
Phone: 250-746-3500 Email: nonesuch@mala.bc.ca
Fax: 250-746-3529 URL: http://www

The Seal Press

3131 Western Ave. Suite 410
Seattle, WA 98121
Phone: (800) 788-3123 Email: sealpress@sealpress.com
Fax: (206) 285-9410 URL: http://www.sealpress.com/

Feminist Resources and Curriculum forWomen Achieving Literacy

Contact Listing for Publishers of Titles on Resource List

as of June, 2000

Tacoma Community House

PO Box 5107
Tacoma, WA 98415
Phone: 253-471-5306 Email: http://www
Fax: 253-471-5307 URL:

Teacher's College Press

Columbia University
1234 Amsterdam Ave.
New York, NY 10027
Phone: (800) 575-6566 Email: tcpress@ilt.columbia.edu
Fax: (802) 864-7626 URL: http://tc-press.tc.columbia.edu/

Texas Education Agency

La COCINA via Anson Green
http://members.aol.com/lacocina99/cocina.ht
Austin, TX
Phone: 800-411-READ Email: ansongreen@aol.com
Fax: URL: http://m2.aol.com/ansongreen/welcome.html

The Univ. Press of Kentucky

663 So. Limestone St.
Lexington, KY 40508-4008
Phone: 859/257-8442 Email: dlloy1@pop.uky.edu
Fax: 859/323-4981 URL: http://www.uky.edu/UniversityPress/

WomenVenture

2324 University Ave. Ste. 200
St. Paul, MN 55114
Phone: 651-646-3808 Email: http://www
Fax: 651-641-7223 URL:

World Education

Literacy Division Publications
44 Farnsworth St.
Boston, MA 02210-1211
Phone: 617-482-9485 Email: Selva_Freigedo@worlded.org
Fax: (617) 482-0617 URL: http://www.worlded.org

Writing Workshops

27 Cooper Square
New York, NY 10003
Phone: Email: http://www
Fax: URL: